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ABSTRACT

A set of guidelines to be used in planning and evaluating multicultural teacher education programs is provided. These guidelines go beyond the minimum requirements of the National Council for Accreditation of Teacher Education (NCATE) standards for designing exemplary teacher education programs that reflect a commitment to multicultural education and the provision of educational equity. Governance of teacher education programs, curriculum design for preservice programs, faculty and student needs, resources and facilties, and the review and evaluation of multicultural teacher education programs are the concerns spoken to in this report. (Authors/LH)

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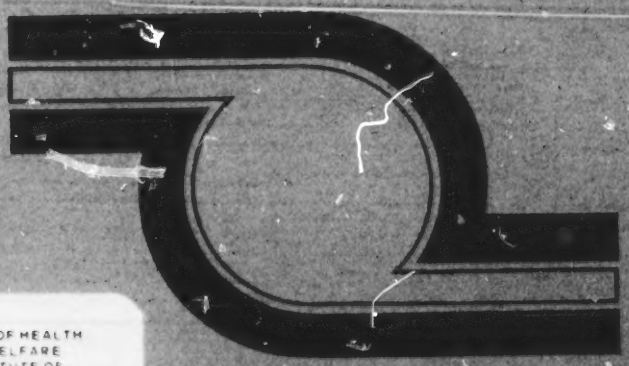
MULTICULTURAL TEACHER EDUCATION

Guidelines for Implementation

Volume IV



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American Association of
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MULTICULTURAL TEACHER EDUCATION:
GUIDELINES FOR IMPLEMENTATION
Volume IV

Prepared for the Project,
Knowledge Interpretation Program:
Training Educators to Provide Educational Equity

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AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

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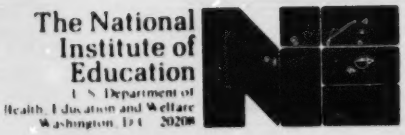

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FOREWORD

Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism.

Multicultural education programs for teachers are more than special courses or special learning experiences grafted onto the standard program. The commitment to cultural pluralism must permeate all areas of the educational experience provided for prospective teachers.

So stated AACTE's first Commission on Multicultural Education in 1972. As a result of the Commission's efforts, the standards of the National Council for Accreditation of Teacher Education (NCATE) were revised to include a single standard on multicultural education. The NCATE standards also include references to multicultural education in 14 of the remaining 29 standards for basic teacher education programs and in five of the remaining 39 standards for advanced programs.

As we enter a new decade, the Commission reaffirms its commitment to multicultural education and equal educational opportunity for all students. As the interdependency of nations and people around the world accelerates, the need to prepare educators to be aware of, understand, accept, and function effectively in settings and with people culturally different from themselves is more critical than ever. As teacher educators, we can not neglect our responsibility to develop programs that reflect the multicultural realities of the United States and the world.

One of the Commission's program goals is to assist institutions, agencies, and organizations in the preparation of educational personnel for a pluralistic society and an interdependent world. With the support of a NIE-funded project, Knowledge Intepretation Program: Training Educators to Provide Educational Equity, the Commission has prepared four documents to assist teacher education institutions in the process of designing and redesigning multicultural education programs. These guidelines, Volume IV, are designed to assist institutions in the planning and evaluating of multicultural teacher education programs. They go beyond the minimum requirements of the NCATE standards, toward designing teacher education programs that reflect a commitment to multicultural education and the provision of educational equity. The other three documents are:

Vol. I Multicultural Teacher Education: Preparing Educators to Provide Educational Equity. A collection of nine papers that recommend strategies for the implementation of multicultural education. Also examined are selected issues, including bidialectal education, learning styles, interpersonal skills training, and disproportionate minority suspension.

Vol. II Multicultural Teacher Education: Case Studies of Thirteen Programs. A collection of case studies based on data from site visits to 13 institutions that vary in size, geographical region, and ethnic/racial composition of the student and community populations. The collection presents alternative strategies for implementing multicultural teacher education programs.

Vol. III Multicultural Teacher Education: An Annotated Bibliography of Selected Resources. A compilation of resources and reference materials for possible use in preservice, inservice, and graduate classes.

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INTRODUCTION

Multicultural education emanates from the philosophy of cultural pluralism. The existence of numerous ethnic/cultural groups is recognized, and their egalitarian existence promoted by fostering respect for diversity. At the same time, the study of elements common to all groups in society are as integral to multicultural education as the study of differences between groups.

Multicultural studies can provide a knowledge base for understanding the social, political, and economic realities of a culturally diverse community, nation, and world. Multicultural education is not a provincial process. Colleges and universities with monocultural student populations and faculty also need multicultural content and experiences.

Multiculturalism is not compensatory. It recognizes individual and cultural differences reflected in learning, human relations, motivational incentives, and communicative styles. Teacher education programs that are multicultural will give their clients--via exposure to diverse sociocultural systems, languages, world views, and philosophies of life--greater flexibility in personal, interethnic, and international relations.

Designers of multicultural teacher education programs must incorporate concepts that describe relationships and interactions among individuals and groups. These concepts include racism, sexism, prejudice, discrimination, oppression, powerlessness, power, inequality, equality, and stereotypes. Concepts that might be fostered in teacher education programs include trust, empathy, honesty, and openness. Designers also should be aware of various programs that address specific aspects of multicultural education, including ethnic studies, minority studies, bilingual education,, women studies, cross-cultural studies, human relations, and urban education.

+The first part of this introduction is adapted from a paper, "Incorporating a Multicultural Perspective: NCATE's Revised Standards for Curriculum," prepared for a National Institute on Multicultural Teacher Education Standards sponsored by AACTE in December, 1977. The paper was prepared by Patricia Bidol, H. Prentice Baptiste, Jr., Mira L. Baptiste, Ernest A. Holmes, and Manuel Ramirez, III.

The development of multicultural teacher education programs is based on the following assumptions:

1. The uniqueness of the United States' culture has been fashioned by the contributions of many diverse cultural groups into an interrelated whole.

2. Cultural diversity and the interaction among different groups strengthen American society and ensure each citizen's inherent right to be an individual.

3. The total isolation or total assimilation of any cultural group changes the structure of the culture and weakens its basic intent of enhancing the maximum worth of every individual.

4. The education system provides a critical function of shaping attitudes and values necessary for the continuation of a democratic society.

5. Teachers must assume a leadership role in creating an environment supportive of multicultural teaching and learning.

6. To assume leadership roles, teachers must be trained in institutions where the environment has been supportive of multicultural teaching and learning.

To develop teacher education programs that are multicultural, institutions must incorporate methods for systematic change in their planning. This planning requires the development of comprehensive plans that address all aspects of the teacher education program. The proposed plan should be developed in context with the needs of (1) the total institution's goals and aspirations, (2) the school districts in the area served by the institution, (3) the ethnic/cultural communities served by the local schools, and (4) the goals of learned societies and professional associations.

The ultimate goal of multicultural education is to enable educators to meet the individual learning needs of all students so that they can progress to their fullest capacity. In the past assessment processes often did not diagnose accurately the capabilities of students from diverse cultural backgrounds. As all levels of U.S. schooling become multicultural, the use of diverse assessment procedures, curriculum modes, teaching styles, and resource materials will also become more prevalent. Such diversity should support the maximum development of all students regardless of their cultural backgrounds, in reaching the full achievement of their cognitive and affective potentials.

Accreditation Standards and Multicultural Education

Beginning in January 1979, teacher education institutions seeking accreditation or reaccreditation from the National Council for Accreditation of Teacher Education (NCATE) had to incorporate multicultural education in their teacher education programs. NCATE's Standards for the Accreditation of Teacher Education group standards into six categories for both the basic teacher education programs (those for the initial preparation of teachers through the fifth-year level) and advanced programs (post-baccalaureate programs for the advanced preparation of teachers and the preparation of other professional school personnel). These categories are (1) governance, (2) curricula, (3) faculty, (4) students, (5) resources and facilities, and (6) evaluation, program review, and planning.

References to multicultural education are made in each of these six categories. However, the major reference to multicultural education is subsumed under the standards for curricula. In both the basic and advanced standards, the following single standard on multicultural education is found under "Design of the Curricula:"

2.1.1 (and G-2.1.1) Multicultural Education

> Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and an on-going assessment process to help insitutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.
>
> Provision should be made for instruction in multicultural education in teacher education programs. Multicultural education should receive attention in courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field experiences.
>
> Multicultural education could include but not be limited to experiences which: (1) promote analytical and evaluative abilities to confront issues such as

participatory democracy, racism and sexism, and the parity of power; (2) develop skills for values clarification including the study of the manifest and latent transmission of values; (3) examine the dynamics of diverse cultures and the implications for developing teaching strategies; and (4) examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies.

Standard: The institution gives evidence of planning for multicultural education in its teacher education curricula including both the general and professional studies components.

As teacher education institutions make an effort to develop, implement, evaluate, and redesign their multicultural education programs to comply with the Standards, they have requested assistance from AACTE and NCATE. Through the NIE-funded project, Knowledge Interpretation Program: Preparing Educators to Provide Educational Equity, AACTE has developed four documents to assist institutions in the process of designing and redesigning teacher education programs to reflect multicultural education. One of the four, this document is a set of guidelines to be used in planning and evaluating multicultural teacher education programs.

These guidelines go beyond the minimum requirements of the NCATE standards. They outline aspects of teacher education programs in which policies, provisions, and practices should be multicultural. The questions which follow each guideline allow an institution to evaluate the extent to which multicultural education is being incorporated throughout the teacher education program.

The Guidelines

These guidelines have been organized by the same categories used in NCATE's Standards for the Accreditation of Teacher Education. It was inappropriate to address multicultural education in all of the subcategories used in the NCATE standards (e.g., "Physical Facilities and Other Resources"). To avoid redundancy of guidelines and evidence questions, some of NCATE's subcategories were combined for this document.

In the section with the guidelines, there is a guideline for each of the six major categories and 14 subcategories. The guidelines are "should" statements indicting what is expected in the category being addressed. Each guideline is followed by one

or more evidence questions to help determine to what extent the institution has met the guideline. These guidelines are designed to assist insitutions in planning and evaluating multicultural teacher education programs.

Although the categories are organized like the NCATE standards, these guidelines are not an official document of that agency. However, institutions seeking NCATE accreditation or reaccreditation can use these guidelines to evaluate their commitment to multicultural education as reflected through policies and programs. Information compiled for the guidelines may assist in the development of the NCATE self study report. Information collected by using these guidelines can also serve as baseline data against which progress toward incorporating multicultural education in the teacher education programs can be measured. Knowing the current status of incorporation, institutions then should be able to develop more effectively a comprehensive plan for integrating multicultural education throughout their programs.

Although these guidelines will be especially valuable to institutions seeking NCATE accreditation or reaccredtiation, they can assist any institution that is seriously concerned about integrating multicultural education throughout its teacher education program. The guidelines also should be helpful to institutions that provide inservice training for educators.

Institutions are encouraged to use these guidelines to evaluate the commitment to multicultural education in their teacher education program. The book is designed to be used as a working document. Blank spaces are provided between questions so that evaluators can respond in that space.

Beginning on page 34 is an evaluation summary of the guidelines. An accompanying rating scale allows the respondent to rate on a four-point scale how well the institution is meeting each of the 20 guidelines.

GUIDELINES FOR MULTICULTURAL TEACHER EDUCATION

1.0 GOVERNANCE OF TEACHER EDUCATION PROGRAMS

Guideline: All governance policies, procedures, and practices within the teacher education program should reflect a supportive environment for multicultural teaching and learning.

A. How is multicultural education addressed in the institution's philosophy statements?

B. What institutional policies reflect a supportive environment for multicultural education?

C. What multicultural activities and experiences have budget support from the education unit (e.g., faculty members with direct responsibilities for multicultural education, outside speakers, faculty development retreat, or field trips)?

D. What plans have been developed by the education unit for systematically designing, implementing, evaluating, monitoring, and reporting the integration of multicultural education in the teacher education program at both the preservice and graduate levels?

E. Does the education unit have any project(s) supported by noninstitutional funds that are related to one or more aspects of multicultural education? If so, how do the project's activities involve or affect the education unit (e.g., faculty are assigned to the project or the project assists faculty in the development of multicultural programs)?

F. How has the education unit systematically investigated its practices and policies to determine where race, ethnic, age, and sex biases and discrimination occur?

2.0 CURRICULA FOR PRESERVICE TEACHER EDUCATION PROGRAMS

Guideline: The curricula of the preservice teacher education program should prepare students (1) to work effectively with all students regardless of their ethnic background, sex, age, socioeconomic level, or exceptionalities; and (2) to teach from a multicultural perspective.

2.1 Design of Curricula to Reflect Multicultural Education

Guideline: Multicultural content and experiences should be integrated throughout the curricula of preservice teacher education programs.

A. How do the objectives of the teacher education programs reflect multicultural education?

B. In what ways do preservice teachers gain knowledge, skills, and/or experiences in the following areas (indicate the percentage of preservice graduates who participate in such experiences):

(1) Cultural differences and the implications for teaching?

(2) Bilingualism, first and second language acquisition, language structure and function and the implications for teaching?

(3) Values clarification and implications for teaching?

(4) Linguistic variations and implications for teaching?

(5) Diverse learning styles of students and implications for teaching?

(6) Interpersonal dynamics and social standards in various cultures and how these dynamics interact in multicultural settings and the implications for teaching?

(7) Institutional race and sex discrimination and the implications for teaching?

(8) Other (please specify).

C. If graduates are required to meet specific competencies before being recommended for a state credential, which competencies address skills for teaching about our multicultural society and for teaching in a ethnically/culturally diverse setting?

D. What course work and experiences help the preservice teacher develop analytical and evaluative skills for understanding the ethnic and socioeconomic factors in a community? Indicate the percentage of preservice graduates who participate in such experiences.

E. In what ways do preservice teachers gain experiences in one or more cultural settings different from their own (e.g., students are required to spend half of their practicum in a minority school, or students can elect to work in a community organization as a part of their foundations courses, or students study abroad for one semester)? Indicate the percentage of preservice graduates who participate in such experiences.

F. What courses, units within courses, or other provisions allow for the examination of global or international education and the relationship to cultural diversity in the United States? Indicate the percentage of preservice graduates who participate in such experiences.

G. What five ethnic/cultural groups have the greatest representation in the community served by the institution? In what ways do preservice teachers gain knowledge about or experiences with any of those representative groups in order to understand cultural differences and the implications for teaching?

H. What provisions are made by either the institution or education unit to present persons from a variety of ethnic/cultural backgrounds as positive role models for students (e.g., inviting minority members to speak at convocations)?

I. What short-range and long-range plans have been developed to strengthen a multicultural dimension in all aspects of the teacher education curriculum? What is the time line for implementing these plans? Who is responsible for implementation of the plans?

2.2 The General Studies Component for Preservice Teacher Education Curricula

Guideline: The general studies component should provide the opportunity for students to develop a knowledge base about cultural diversity and how it affects and has been affected by our society from both historical and contemporary perspectives.

A. How does the education unit work with the institutional unit responsible for general studies to promote the inclusion of multicultural concepts and experiences in general studies?

B. Which courses or experiences required for general studies help students develop a knowledge base for multicultural education?

C. To what extent are preservice students exposed to a body of knowledge related to multicultural education in the following disciplines (indicate whether these provisions are required or elective):

(1) Anthropology?

(2) Sociology?

(3) Psychology?

(4) History (including ethnic studies)?

(5) Literature?

(6) Fine Arts?

(7) Political Science?

(8) Sciences?

(9) Languages?

(10) Other?

D. What systematic process has been developed to encourage students to select courses from the general studies to develop a knowledge base for multicultural education?

2.3 The Professional Studies Component for Preservice Teacher Education Curricula

Guideline: The professional studies component should include experiences to help students understand the implications of cultural diversity for the development of appropriate teaching strategies and positive classroom environments.

A. In what ways have the various teaching specialty areas incorporated multicultural concepts in required courses and experiences?

B. What aspects of multicultural education are included in the following required preservice courses:

(1) Foundations (e.g., Introduction to Education)?

(2) Educational Psychology?

(3) Methodology?

(4) Other required courses?

C. What preservice courses have been designed specifically to address aspects of multicultural education, including teaching of special populations? Indicate the percentage of preservice graduates who participate in such experiences.

D. What provisions allow preservice teachers to develop skills to design and critically evaluate educational policies, institutional practices, curricula, textbooks, classroom environment, evaluation instruments, and teaching strategies from a multicultural perspective?

E. In what course(s) are students taught (1) how to analyze textbooks and resource materials for their ethnic, racial, sex, class, and age biases, and (2) how to develop supplementary materials and/or activities to compensate such biases? Indicate the percentage of preservice graduates who participate in these courses.

F. What provisions are made to assure that each preservice teacher can have experiences in multicultural and/or various monocultural classroom settings through supervised field experiences or simulations?

G. What evidence shows that the schools and supervising teachers used for the practicum are supportive of multicultural education?

H. What provisions allow students to examine and analyze their personal and professional experiences in culturally diverse classrooms or environments (e.g., weekly seminars in which cultural conflicts that have been experienced are discussed with supervisors and other student teachers)?

I. What evidence indicates that preservice teachers are able to demonstrate and facilitate positive interethnic relations between students in the school in which the practicum occurs?

3.0 FACULTY FOR TEACHER EDUCATION PROGRAMS

Guideline: The teacher education faculty should be competent in preparing teachers to work effectively in a multicultural society.

3.1 Competence and Utilization of Faculty

Guideline: The teacher education faculty should have competencies in multicultural education, and, when possible, include persons from different cultural backgrounds.

A. How culturally diverse is the faculty? What efforts have been made to develop or maintain a culturally diverse faculty?

B. In the recruitment and selection of new faculty members what criteria address their competence in multicultural education?

C. What type of training and/or resources has been utilized to assist the faculty in developing and implementing multicultural education? What aspects of multicultural education have been emphasized in these activities?

3.2 Faculty Involvement with Schools

Guideline: Faculty members with expertise in aspects of multicultural education should serve as a resource for schools in the area served by the institution.

A. What outreach programs have been developed to assist local schools with change efforts related to multicultural education?

B. What aspects of multicultural education are addressed through inservice programs for local schools?

3.3 Conditions for Faculty Development

Guideline: The institution should encourage faculty members to develop, research, and implement innovations in multicultural education.

A. What mechanisms are available for faculty members to share innovations in multicultural education with other faculty members?

B. What incentives encourage faculty members to plan, develop and integrate multicultural education into their areas of responsibility?

C. What incentives encourage faculty members to conduct research or write in areas related to multicultural education?

D. What research activities related to multicultural education are being undertaken by faculty members?

3.4 Part-Time Faculty

Guideline: Part-time faculty should include persons with multicultural experiences and backgrounds that enrich and support an environment for multicultural teaching and learning.

A. How do part-time faculty members supplement the multicultural expertise and backgrounds lacking in the full-time faculty?

B. How are part-time faculty members from a variety of cultural backgrounds and/or with experiences in multicultural school settings encouraged to share their experiences?

4.0 STUDENTS IN TEACHER EDUCATION PROGRAMS

Guideline: Teacher education policies should be designed to encourage (1) the recruitment and retention of a culturally diverse student body and (2) the preparation of students to work in a culturally diverse society.

4.1 Admission of Students

Guideline: Admission policies for teacher education should foster a culturally diverse student population and identify prerequisites related to a knowledge base and skills for multicultural education.

A. What policies encourage the development of a culturally diverse student body?

B. What courses and/or experiences in multicultural education must be completed satisfactorily before admission to the teacher education program?

4.2 Retention of Students

Guideline: Retention policies should provide academic support systems for all students who need such a service in order to become successful educators.

A. What provisions are made for study skills remediation and other services commensurate with the needs of students?

B. What is the involvement of the education unit in early orientations and counseling for the retention of minority students?

C. What provisions assist faculty and counselors in adjusting to the sociocultural needs of students?

D. What provisions assist students who need financial assistance in order to complete their programs?

4.3 Counseling and Advising for Students

Guideline: Counselors and advisors should be sensitive to the cultural differences of students in order to assist them effectively.

A. How does the education unit ensure that counselors and advisors assigned to minority students are sensitive to their emotional needs, academic needs, and cultural background?

B. What training and/or resources have been utilized by counselors and advisors to better understand the nature of our multicultural society and the implications for working effectively with students?

5.0 RESOURCES AND FACILITIES FOR TEACHER EDUCATION PROGRAMS

Guideline: The resources and facilities of the teacher education program should support the development of an understanding of and appreciation for the culturally diverse nature of American society.

5.1 Library and Materials and Instructional Media Center

Guideline: Both the library and materials and instructional media center should include resources that accurately reflect cultural diversity in society.

A. What policies and/or practices assure the acquisition of multicultural resources, including resources about cultural pluralism, multiculturalism, educational equity, ethnicity, racism, sexism, bilingualism, prejudice, and discrimination as separate and/or interrelated topics?

B. What policies and/or practices assure the acquisition of resources that detail specific cultural traits and heritages of the largest minority groups in the area served by the institution?

What policies and/or practices assure the availability of resources that relate multiculturalism to classroom practices, teaching strategies, and instructional material development?

D. How do these resource centers quantitatively and qualitatively support the instruction, research, and service needs for multicultural education?

E. What criteria are used for evaluating materials for their racial, ethnic, and sex biases? How are these criteria systematically applied?

6.0 EVALUATION, PROGRAM REVIEW, AND PLANNING WITHIN THE TEACHER EDUCATION PROGRAM

Guideline: The teacher education unit should have an on-going, systematic assessment plan for evaluating and improving its multicultural education thrust.

6.1 Evaluation of Graduates

Guideline: The evaluation of graduates should examine the appropriateness of content and experiences offered as multicultural education in teacher education programs.

A. What aspects of multicultural education are addressed in the systematic evaluation of graduates?

B. How have the results of these evaluations been used to modify and improve program content and experiences for multicultural education?

6.2 Use of Evaluation Results to Improve Programs

Guideline: Results of program evaluations by students, faculty, supervising teachers, and school administrators are should be used to improve the multicultural education thrust in the teacher education program.

A. What aspects of multicultural education are addressed in program evaluations by students, faculty, supervising teachers, and school administrators?

B. What strengths and weaknesses in the design for multicultural education have been identified through program evaluations?

C. How have evaluation results been used to improve multicultural education in the teacher education program?

6.3 Long-Range Planning

Guideline: The long-range plans for teacher education should reflect a supportive environment for multicultural teaching and learning.

A. How is multicultural education reflected in the long-range planning for teacher education?

EVALUATION SUMMARY

Directions: This summary allows the respondent to rate how well an institution is implementing multicultural teacher education. Listed below are all of the guidelines outlined and exemplified with evidence questions in the previous section of this book. At the right of each guideline the respondent should circle the number which best describes how well the institution is meeting that particular guideline. The evidence questions of the previous section should help the respondent determine how well the guideline is being met.

Evaluation Scale: 4 = Excellent 2 = Fair
3 = Good 1 = Poor, Missing
na = Not Applicable

1.0	GOVERNANCE: To what extent do governance policies, procedures, and practices within the teacher education program reflect a supportive environment for multicultural teaching and learning?	4	3	2	1	na
2.0	CURRICULA FOR PRESERVICE TEACHER EDUCATION PROGRAMS: To what extent do the curricula of the preservice teacher education program prepare students to work effectively with all students regardless of their ethnic background, sex, age, socioeconomic level, or exceptionalities?	4	3	2	1	na
	To what extent do the curricula of the preservice teacher education program prepare students to teach from a multicultural perspective?	4	3	2	1	na
2.1	DESIGN OF CURRICULA TO REFLECT MULTICULTURAL EDUCATION: To what extent are multicultural content and experiences integrated throughout the curricula of preservice teacher education programs?	4	3	2	1	na
2.2	THE GENERAL STUDIES COMPONENT FOR PRESERVICE TEACHER EDUCATION CURRICULA: To what extent does the general studies component provide the opportunity for students to develop a knowledge base about cultural diversity and how it affects and has been affected by our society from both historical and contemporary perspectives?	4	3	2	1	na

2.3	THE PROFESSIONAL STUDIES COMPONENT FOR PRESERVICE TEACHER EDUCATION CURRICULA: To what extent does the professional studies component include experiences to help students understand the implications of cultural diversity for the development of appropriate teaching strategies and positive classroom environments?	4	3	2	1	na
3.0	FACULTY FOR TEACHER EDUCATION PROGRAMS: To what extent is the teacher education faculty competent in preparing teachers to work effectively in a multicultural society?	4	3	2	1	na
3.1	COMPETENCE AND UTILIZATION OF FACULTY: To what extent does the teacher education faculty have competencies in multicultural education?	4	3	2	1	na
	To what extent does the teacher education faculty include persons from different cultural backgrounds?	4	3	2	1	na
3.2	FACULTY INVOLVEMENT WITH SCHOOLS: To what extent do faculty members with expertise in aspects of multicultural education serve as a resource for schools in the area served by the institution?	4	3	2	1	na
3.3	CONDITIONS FOR FACULTY DEVELOPMENT: To what extent does the institution encourage faculty members to develop, research, and implement innovations in multicultural education?	4	3	2	1	na
3.4	PART-TIME FACULTY: To what extent does the part-time faculty include persons with multicultural experiences and backgrounds that enrich and support an environment for multicultural teaching and learning?	4	3	2	1	na
4.0	STUDENTS IN TEACHER EDUCATION PROGRAMS: To what extent are teacher education policies designed to encourage the recruitment and retention of a culturally diverse student body?	4	3	2	1	na

	To what extent are teacher education policies designed to encourage the preparation of students to work in a culturally diverse society?	4	3	2	1	na
4.1	ADMISSION OF STUDENTS: To what extent do admission policies for teacher education foster a culturally diverse student population?	4	3	2	1	na
	To what extent do admission policies for teacher education identify prerequisites related to a knowledge base and skills for multicultural education?	4	3	2	1	na
4.2	RETENTION OF STUDENTS: To what extent do retention policies provide academic support systems for all students who need such a service in order to become successful educators?	4	3	2	1	na
4.3	COUNSELING AND ADVISING FOR STUDENTS: To what extent are counselors and advisors sensitive to the cultural differences of students in order to assist them effectively?	4	3	2	1	na
5.0	RESOURCES AND FACILTIES FOR TEACHER EDUCATION PROGRAMS: To what extent do the resources and facilities of the teacher education program support the development of an understanding of and appreciation for the culturally diverse nature of American society?	4	3	2	1	na
5.1	LIBRARY AND MATERIALS AND INSTRUCTIONAL MEDIA CENTER: To what extent does the library include resources that accurately reflect cultural diversity in society?	4	3	2	1	na
	To what extent does the materials and instructional center include resources that accurately reflect cultural diversity in society?	4	3	2	1	na
6.0	EVALUATION, PROGRAM REVIEW, AND PLANNING WITHIN THE TEACHER EDUCATION PROGRAM: To what extent does the teacher education unit have an on-going, systematic assessment plan for evaluating and improving its multicultural education thrust?	4	3	2	1	na

6.1	EVALUATION OF GRADUATES: To what extent does the evaluation of graduates examine the appropriateness of content and experiences offered as multicultural education in teacher education programs?	4	3	2	1	na
6.2	USE OF EVALUATION RESULTS TO IMPROVE PROGRAMS: To what extent are the results of program evaluation by students, faculty, supervising teachers, and school administrators used to improve the multicultural education thrust in the teacher education program?	4	3	2	1	na
6.3	LONG-RANGE PLANNING: To what extent do the long-range plans for teacher education reflect a supportive environment for multicultural teaching and learning?	4	3	2	1	na

AACTE PUBLICATIONS FOR MULTICULTURAL EDUCATION

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Multicultural Teacher Education: An Annotated Bibliography of Selected Resources, Volume III. Marianne Lee. 1980.

Multicultural Teacher Education: Guidelines for Implementation, Volume IV. 1980.

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Multicultural Education in Teacher Education: The State of the Scene, Unpublished Manuscript. Donna M. Gollnick. 1978. (Soon available through ERIC.)

The Schooling of Native America. Edited by Thomas Thompson. 1978. Out of print.

"Educating Handicapped Persons," Journal of Teacher Education, Volume 29, Number 6, November-December 1978.

Profile of the Multicultural/Bilingual Education Activities of Professional and Related Education Organizations, Unpublished Manuscript. 1978. (Soon available through ERIC.)

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Multicultural Education: Teaching About Minority Women. Gwendolyn C. Baker, Kathleen A. Hunter, Linda J. Murakishi, Isabel Sala, and Ann M. Schlitt. Published by the ERIC Clearinghouse on Teacher Education. 1977. 27 pp.

"Multicultural Education and the Disciplines," Journal of Teacher Education, Volume 28, Number 3, May-June 1977.

Multicultural Education and Ethnic Studies in the United States: An Analysis and Annotated Bibliography of Selected Documents in ERIC. Donna M. Gollnick, Frank H. Klassen, and Joost Yff. Published jointly with the ERIC Clearinghouse on Teacher Education. 1976.

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"Multicultural Education," Journal of Teacher Education, Volume 24, Number 4, Winter 1973.

"No One Model American," Journal of Teacher Education, Volume 24, Number 4, Winter 1973, p. 264.